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The JOURNAL OF EDUCATIONAL SOCIOLOGY

EDUCATION AND NATIONALISM

FRANCIS J. BROWN, *Editor*

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MARCH 1936

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THE JOURNAL is published by The Journal of Educational Sociology, Inc., monthly from September to May, inclusive. Publication and business office, Room 41, 26 Washington Place, New York, N. Y. Editorial office, Room 42, Press Building, New York University, 32 Washington Place, New York City.

The subscription price is \$3.00 per year; the price of single copies is 35 cents. Orders for less than half a year will be charged at the single-copy rate.

Entered as second-class matter September 27, 1934, at the Post Office at New York, N. Y., under the Act of March 3, 1879.

The contents of previous issues of THE JOURNAL OF EDUCATIONAL SOCIOLOGY may be found by consulting the Education Index or the Public Affairs Information Service.

PRINTED IN THE U. S. A.

The JOURNAL of EDUCATIONAL SOCIOLOGY

A Magazine of Theory and Practice

VOL. IX

MARCH 1936

No. 7

EDITORIAL

NATIONALISM'S CHALLENGE TO EDUCATION

"The most significant emotional factor in public life today is nationalism. Of the current age it is the mark at once intense and universal."

It is with this statement that Hayes began his *Essays on Nationalism* written just ten years ago. How much more true it is today! This short decade has witnessed the violation of treaties, the flaunting of armament agreements, the rapid growth of fascism with its ruthless acceptance of the principles of supremacy and aggression, and the almost complete collapse of the League of Nations. The world today stands tense, afraid.

In the United States this same decade has brought with it a twofold development. On the one hand, there has been a consistent growth of a chauvinistic type of nationalism. It has found its most specific expression in the increasing criticism on the part of certain patriotic organizations and groups of our public schools and institutions of higher learning. The extent of this growing emotionalism is shown in the enactment of teachers' oath laws in twenty-two States and similar pending legislation in all but three of the remaining States.

On the other hand, there has developed increasingly with the passing of each year the earnest belief that true nationalism rests upon internationalism, that the welfare of the United States can be ensured only by a fair and unprejudiced analysis of the in-

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fluences that make for war and peace. The munitions investigation, the peace movements, the rapid growth of organizations for the promotion of international understanding, the active interest of adult study groups in world problems, and the development of specific materials for instruction for both adult and student groups—all are evidences of this increasing emphasis.

No attempt is made in the following articles to appraise these two points of view. Certainly, as is continually pointed out, the fundamental aim of education is the development of the highest type of nationalism—an appreciation of the ideals of democracy not through blind indoctrination but through critical appraisal; a knowledge of our cultural heritage and tradition but also a recognition that to a large extent they are the composite of the heritage and traditions of other peoples; a loyalty to our own nation based upon sincere appreciation of the values accruing from it, actual and potential, rather than upon the belittling of other nations and the inspiring of hatred toward other peoples.

In the sincere belief that education is earnestly seeking to meet the challenge of nationalism, to minimize its chauvinistic character, and instill fundamental recognition that the most sincere loyalty to one's own nation is based upon a knowledge and appreciation of its place in the family of nations, the articles that follow have been prepared.

Unfortunately it was necessary to limit the articles in this issue to the field of formal education. (It is hoped that a future issue may be given to the activities and programs of nonschool agencies and organizations.)

Obviously, it was possible to select only a few school systems. Others are undoubtedly carrying forward the same purposes and ideals with equal earnestness. If the programs presented and the activities described inspire other teachers to carry forward similar activities or suggest concrete plans, then this issue will have accomplished its purpose.

DEVELOPING SYMPATHETIC ATTITUDES TOWARD PEOPLES

RACHEL DAVIS-DUBOIS

Service Bureau in Education in Human Relations

A student in a New England high school—a boy whose name is Cohen—recently won, as a prize for writing an essay on the Peace Pact, a trip to Europe. A leading clubwoman—an active worker for the League of Nations—commented to his teacher: “Too bad the winner isn’t an American. You know what I mean, a Mayflower descendant.”

A well-known Negro concert singer demonstrated to a junior-high-school audience the difference between the usual singing of *Sally Ann* and the unique rhythm which Negroes often give it. When asked about the program a pupil replied: “She sang *Sally Ann* the way Negroes sing it, and then the way Americans sing it.” We might ask, “What makes an American?” since the first boat bringing Negroes to this country arrived in 1619, a year before the Mayflower did, and Jews have been here in numbers since 1655 when the Jewish “Mayflower,” the St. Caterina, sailed into New York Harbor.

In a certain school a very fine Latin teacher saw no connection between Tony Cavello in her class and Dante, Michelangelo, or Leonardo da Vinci; but she did—as her conversation about there being so many “Wops” in the school showed—see a very close connection between Tony Cavello and Al Capone.

Such stories of actual situations could be multiplied many times, but for our purpose—that of showing the tendency toward ethnocentrism (that pride in one’s own race or nation which prevents one from seeing the good in other races or nations) which is a part of the whole idea of nationalism—they are sufficient.

It is our economic barriers, however, those barriers which still keep nations separated in a world that—in so far as technologi-

cal inventions go—has been outdated, that cause this tendency toward ethnocentrism, with its resultant conflicts and dangers. But if we are or can be made conscious of those conflicts and dangers, we are likely to conclude that it is only by striving toward a new, creative, and constructive ethnocentrism — an ethnocentrism *plus* as it were, which will permit each nation and each distinct culture group within it to retain a rational pride in its socially valuable ways of thinking and acting, and at the same time to share those ways with others—that any real approach can be made toward internationalism. For, “an important task before the world today is the creation of a new state of mind, a state of mind which will permit an understanding and appreciation of the character, attainments, and traditions of other peoples, and which will transcend national boundaries without seeking to destroy them.”¹

A RESPONSIBILITY OF THE SCHOOL

In our effort to bring forth this new state of mind, however, we may be on the verge of another Hundred Years' War. Much will be lost during this period of chaos. But just as the monks kept alive, during the Dark Ages, the spark of learning, so the schools today, especially the American free public schools, must bear a large part in the keeping alive of the light of tolerance and understanding.

Why should this be a concern of the school? Dr. Kulp, in his *Educational Sociology*, says that it is the task of public education to assume responsibility for those elements of culture that are not being successfully transmitted by other agencies. The Commission on Social Studies says: “The teaching profession is under obligation to conceive its task in terms of the widest and most fundamental interests of society, ever seeking to advance

¹Henry L. Smith and Sherman G. Crayton, *Bulletin*, Indiana University School of Education, V: 5 (May 1929), p. 9.

the security and quality of living of all the people."² This "security and quality of living of all the people" is based upon sympathetic attitudes. That these attitudes have not been "successfully transmitted" we can learn—have indeed learned—by giving certain standard attitude tests to pupils, and by observing about us the happening of just such incidents as appear at the beginning of this article.

If, as a result of this concern, our schools are to assume such a responsibility, then we need to set about the process of preparation consciously by (1) making an analysis of the need; (2) making a definite study of the techniques of social psychology required in changing and developing attitudes; and (3) by organizing the activities of the school accordingly.

In its recent publication of results, the commission appointed by the American Historical Association to investigate the teaching of social studies in the schools gives us an analysis of the need. Among its suggested objectives we choose the following: "The Commission deems possible and desirable the steady enlargement of sympathetic understanding . . . among diverse races, religions, and cultural groups which compose the American nation."³ This it would accomplish by the spread of accurate knowledge concerning the ideals, traditions, and experiences of other peoples and an enlightened attitude involving informed appreciation of the cultural bonds among all nations of the world.

Groups, as the above quoted Commission, as well as many individual educators, have made for us analyses of the need—a need which, according to the Commission, places upon American citizens an "obligation of knowing more, rather than less, of the complex social and economic relationship which bind them to the

²American Historical Association, *Conclusions and Recommendations of Commission on Social Studies* (New York: Charles Scribner's Sons, 1934), p. 124.

³American Historical Association, *op. cit.*, p. 24.

rest of mankind."⁴ If we accept the challenge to work aggressively toward this end it would seem that our first obligation is to learn something about the minority groups within our own national life. The social problems growing out of these groups are a constant challenge to our professed idea of neighborliness, of justice, and of democracy.

TECHNIQUES OF SOCIAL CONTROL

Leaders in school and community who accept the challenge to do something consciously constructive toward developing sympathetic attitudes should make a definite study of the techniques of social psychology required to change and develop such attitudes. They should also agree upon specific objectives and knowledge goals—that is, generalizations to be aimed at as a result of experiences. This is the task that was undertaken by the Service Bureau for Education in Human Relations last year (1934-1935) before it offered its services to fifteen schools in the New York City metropolitan area.

With the teachers involved we decided that we must agree upon the following working theses: (1) The development of more sympathetic attitudes toward peoples is a *major educational objective*, in fact an *obligation*, of our American communities and schools. (2) The experiences planned by us must carry an emotional tone that is strong and driving, because we act not according to what we know, but according to what we feel about what we know. (3) In planning for such experiences as will help to set up sympathetic understandings, we must consider the following theories: (a) an old attitude will persist as long as the individual feels that his own personality gains by it; and (b) a crisis situation in which the old attitudes will not work

⁴See *Recent Social Trends in the United States*, Report of the President's Research Committee on Social Trends (New York: McGraw-Hill Book Company, 1933).

R. S. Lynd and H. M. Lynd, *Middletown* (New York: Harcourt Brace and Company, 1929).

will force the individual to adopt a new attitude. (4) No one race is any better than any other race, so far as anybody has ever been able to prove. Most people in every race are about average in intelligence and morals, while each race has a few great men and a few criminals.

ORGANIZATION OF THE ACTIVITIES

Much, we decided, as a result of past experiences in the schools, can be done in an incidental way in the classroom toward enriching the day-by-day classwork, and also by a well-planned use of assembly, homeroom periods, and extracurricular activities. Since by sympathetic attitudes is meant not pity, not toleration, but thinking, feeling, acting together, we made use of the following three approaches in the organization of our activities—which for convenience we have titled intellectual, emotional, and situational:

The Intellectual Approach: Though these three approaches overlap somewhat, it was found that the classroom affords the best opportunity for the intellectual approach. Facts omitted in ordinary textbooks and reading materials about various groups were woven into the regular work. For instance, if a class in American history was having a unit on the American Revolution, it was found possible, without changing the curriculum, for the teacher to call the attention of the students to the fact that the first person to lose his life in the struggle for American independence, Crispus Attucks, was a Negro; that the man who did most to finance the war, giving his whole fortune and consequently dying a poor man, was Haym Salomon, a Jew; that of the important military leaders Baron von Steuben was a German, Pulaski and Kosciusko were Polish, and Lafayette was French. In the science, music, and art classes, we found that the possibilities were almost endless of calling attention to the contributions that have been made by representatives of various

culture groups. Unfortunately few of these facts are in the usual textbooks, as a survey made by the author of texts in ten senior high schools shows.

The Emotional Approach: We made effective use of the assembly for the emotional approach. As Murphy reminds us in his *Education for World-mindedness*, "since feelings are the springs of conduct" and "any education which neglects them is limited in its effectiveness,"⁵ we see the importance of the kind of experiences that a colorful and dramatic performance can give to the students. We found that when a young Japanese woman demonstrates the beautiful Japanese flower arrangement, or an outstanding Negro author reads selections from the Negro poets, the students have a reaction that they cannot gain by mere reading or by other more or less purely intellectual experiences; similarly, when a dramatic performance is presented the students see new relationships that they might not have seen before. Since many people in witnessing a play feel themselves for the time being to be the characters, actually living the experiences of the personalities in the programs, we found that the assembly afforded opportunities of giving the students the kind of vicarious experiences that tended to modify their emotional attitudes. Especially was this true for those who took part in the dramatic presentations. The students who played the roles of Italian immigrants, telling why they came to America, actually lived, for a brief while, the lives of those immigrants. The Gentiles who acted in a Jewish play would never forget their experiences during the time when they were a part of the ways of thinking, feeling, and acting of that culture group. In addition to this vicarious living we found that there were the benefits accruing from the working and feeling together that all the preparation for the program required, and

⁵Albert J. Murphy, *Education for World-mindedness* (New York: Abingdon Press, 1931), p. 307.

also the benefits to the audience to which was thus offered an opportunity to compare a number of pleasant experiences.

Though each school must organize to suit its own needs, in some of our schools a month was devoted to each of several culture groups, the choices depending upon the groups about which there was evident lack of knowledge or understanding. Several schools found it convenient to build their programs around the calendar. For instance, in October, because of Columbus Day, they presented in as dramatic a way as possible the cultural contributions of the Latin peoples to civilization; in November, because of our first Thanksgiving, the contributions of the British and of the American Indians; in December, because of their Christmas songs and legends, the contributions of the Germans; in February, because of Lincoln's birthday, the contribution of the Negro; and so on. Two assemblies a month were set aside, the first one for a guest speaker, the second for the student's own program on the contributions of whatever culture group was being emphasized for that particular month.

The Situational Approach: By the situational approach we provided situations in which the students might meet members of the various culture groups and thus have an opportunity to put into practice their new attitudes. In most of the schools it was found possible, after assembly, to have a tea at which students met the young Chinese who had taken part in a play, the Jewish rabbi who had introduced the program on the cultural contributions of Jews to American life, or the Negro artist who had talked on the history of portraiture. A student who had first exclaimed, "I have never shaken hands with a Chinese!" found that it did not hurt her. On the contrary, after the fast and exciting basketball game which her school played with a Chinese team from International House, New York, and after the tea and dance that followed, she found meeting Chinese a pleasant experience that definitely changed her attitude toward other

members of that group. In these intimate face-to-face contacts differences that once seemed important were forgotten.

Since we believe that the school cannot solve this problem alone, but only as it works in unity with the community, we multiplied these intimate face-to-face contacts by inviting community leaders to the school functions.

RESULTS

When we consider results it is always difficult to be sure that we have our finger on reality; but subjectively we might repeat some comments made last year by several students at the Englewood, New Jersey, Junior High School: "I discovered that Mexicans are much better than we learned at school," wrote one student; another, "I have changed my attitude toward the Chinese. I never used to go to a Chinese laundry because I was told that if you smiled or laughed they would stab you with a knife. But now I go to see Lee Poy in the afternoon to talk with him." "I learned that other people have contributed just as much as we have to the world," wrote another; and still another, "I believe I have learned to realize that you can't judge a country by one or two persons in it."

A number of teachers have reported the cumulative effect of having many programs—but not too many—along the same line, rather than of having a pageant once a year. Under subjective results, a story of an event that happened in another school will illustrate one result of this cumulative effect. A program was being prepared on the contributions of famous Jews. The student committee had made the tactful ruling that when any "boasting" was to be done about a culture group students of another group should do that boasting. So it happened that two Gentile senior boys were chosen to take the main parts in a Jewish program. One boy refused to believe his teacher, who said that Steinmetz was a Jew, because, admiring that great scientist

greatly, he did not want to give him up from his own group. It was not until the guest speaker for the month—a young rabbi—came that the student was convinced. The months went by and finally the boy, in Washington during cherry-blossom time, was overheard saying how it thrilled him to realize that he belonged to the *human race*, which had such power over nature. When we remember this incident we are reminded of the words of Dr. Adler, the famous Viennese psychologist, "The only true and adequate compensation for our normal feeling of inferiority is the consciousness that we are part of all humanity and of its accomplishments. It is that sense which makes for great achievements and useful and happy lives."

When we consider objective results, we find that there is still much disagreement among educators as to the value of objective tests in the field of attitudes. As a result of our own experience in the schools, however, we feel that experimentation in this field is as important as experimentation in the application of sociological theories. We have used such tests in several schools, during the past seven years, and have always found some change toward more liberal attitudes.

The report of the President's Committee on Social Trends states that minority group problems will become graver and more complicated, and that "there can be no assurance that violent revolution can be averted unless there is a greater integration of social skills and fusing of social purposes than is revealed by recent trends."⁶

Since our Government is consciously working in this direction in industry, should not the public school also become an agency which would consciously have as a major educational objective the integration of our diverse culture groups? Should we not, as educators, recognize and help to preserve the great cultural gifts of the Jew? Should we not give our students the thrill of be-

⁶President's Research Committee on Social Trends, *op. cit.*, vol. 1, p. xxix.

coming acquainted with the marvelous scientific discoveries of Dr. Carver, the Luther Burbank of the Negro race, and a Fellow of the Royal Society of England? Should we not teach them discrimination—that there are Italian artists, singers, scientists, composers, as well as Italian gangsters? Should we not, in short, help them to see that they are one with all humanity, thus “transcending national boundaries without seeking to destroy them?”

Author's Note: The Service Bureau for Education in Human Relations is a nonprofit organization. It is located at 103 West 121st Street, New York City. It aims to be a clearinghouse for schools doing interesting work in the field of developing sympathetic attitudes between cultural and racial groups and would appreciate written accounts of successful activities in this field from teachers throughout the country.

The Bureau is preparing itself to offer, we hope, with increasing efficiency as we acquire both funds and experience, the following services to schools: (1) help to enrich their assembly programs with the cultural resources of the many national groups which make up present-day America; (2) coördinate with this selected central theme enough of the creative homeroom discussions and the classroom activities to make sympathetic attitudes toward other cultural groups a reality in the lives of students; (3) provide social and human contacts for teachers and pupils through planned visits to the schools by leaders, artists, and young people of these cultural groups; (4) orient accessible metropolitan and suburban teachers at first hand in the life, activities, and leading personalities of selected American minorities; (5) promote this work by providing courses for teachers in education for human relations in several demonstration centers and teachers colleges.

At Bureau headquarters, bibliographies, a summary of techniques, theory, objectives, and knowledge goals endorsed by many educators, tested assembly programs, classroom units, and filed references on various cultural groups are available. In addition the Bureau is publishing a series for high schools and general community use on the cultural contributions of the British, Far Eastern, Jewish, Latin, Mexican, South American, Near Eastern, Negro, Slavic, Scandinavian, and Teutonic groups.

WHAT THE ROCHESTER SCHOOLS ARE DOING ABOUT INTERNATIONALISM

KENNETH E. GELL

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The Rochester school system is engaged in an effort to develop in its pupils a citizenship which replaces emotionalism with thought, prejudice with fact, passive action with creativeness, and blind following with intelligence. Creative citizenship, based upon intelligent application of facts, is the goal. This is the philosophy of the school system, and, as such, is an objective. The objective, however, is not stated in these terms, because it is realized that there are certain skills and appreciations which cannot be taught directly, but must be handled indirectly. In this case, for example, we realize that one does not get far by telling the children of emotional patriots that they must not cheer and madly follow the suggestion of *every* leader who waves the flag; it is not enough to tell pupils that they should listen to the other side of a story, should apply suspended judgment, should appraise the facts, and should always act in the interest of the greatest real good of the American people as a whole. Unfortunately, that *attitude*, that citizenship habit, that freedom from blind emotional patriotism cannot be taught by direct units as such, with their study exercises, readings, and tests. The schools can only lay the groundwork and at every opportunity point to the wisdom of such an attitude, hoping that by such constant effort the senior from high school will become a sane and wise patriot.

Creative citizenship calls for a knowledge of one's entire environment. Today, more than ever, our environment is of world-wide extent. To be ignorant of the international nature of modern society is to be unaware of part of our environment, and

hence less capable of living effectively in it. Teaching the international scope of modern society does not mean to deny nationalism as a factor in the purposes of the modern state, nor does it mean teaching a positive internationalism. It does mean an effort to develop a consciousness of the international nature of present society. That this is recognized by leading educators is shown by the following objective selected from those presented by Herbert S. Weet, in the Seventh Yearbook of the Department of Superintendence:

Advance the child in his ability to know and to appreciate the geography and history of his own community, State, and Nation, and of the world at large; to sense his share in the social, civic, and industrial order of such a democracy as ours; and to meet to the full the obligations which such knowledge and appreciation should engender, to the end that justice, sympathy, and loyalty may characterize his personal and community life.

Among the ultimate objectives of the social studies for our high-school system we find the following given by Alice N. Gibbons in "General Introduction for a Course of Study" (Rochester Syllabus):

A clear understanding of fundamental social principles and tendencies that have influenced, and are influencing, the development of human relations.

Each of these ultimate objectives not only justifies teaching the nature and importance of international interdependence and fellowship, but they require it. The unit objectives of the several syllabi concerned with the problems of nationalism and internationalism are merely specific and detailed objectives fulfilling these curricular aims.

It is important to point out that the aim of teaching a consciousness of the international nature of present society is not undertaken at the behest of any patriotic society or of any group

with maudlin or sentimental aims, or of "Peace At Any Price," "Join the League of Nations," or other special interest groups. The objective has been determined on a basis of scholarship and sound purposive pedagogy; the verities of history, not the pressure of special interests, has determined what to do.

What is done in Rochester, then, to defeat extreme nationalism is to teach a consciousness of the international nature of present society and to strive to build toward a better society through developing in the pupils of today a creative citizenship for tomorrow. This necessitates both direct and indirect education. The direct education is curricular work set up in the syllabus of the school system and aims to give the child an honest factual background from which sound conclusions may flow. This part of the methodology is teacher motivated. The indirect education is semicurricular and extracurricular and is primarily student guided but teacher supervised. The aim of the indirect education is to give the boy and girl practice in certain phases of creative citizenship, such as leadership, organization, research, and the exercise of judgment. The direct types of the education begin early and are for all; the indirect begin later, when the child has some knowledge upon which to work and is for those who are capable of such learning.

Not only does Rochester use direct and indirect methods of education but it also applies the practice of repetition or constancy. We do not feel that this objective can be attained by teaching a "unit of understanding" at some one or two grade levels, and then forgetting the idea. On the contrary, the direct education begins in grade 2A and continues more or less throughout the school career. Once the indirect methods are started, enough opportunities are given the child to engage in it to permit as constant participation as he wishes.

A look at the curriculum and the school offerings will give an idea of *how* the job is done in Rochester.

DIRECT METHODS IN THE ELEMENTARY SCHOOL

The elementary grades in the Rochester schools use a "center of interest" method which may be described as a series of units, one to a semester, devoted to the objective of acquainting the child with a "layer" of his environment. These start in the kindergarten with the child and his immediate environment, and after achieving a certain standard of attainment, are followed successively by centers of interest on the next larger or further "layer" or level of his environment. These, therefore, begin with the child himself and progress through the ever widening environment from the home through the neighborhood, local community, the local farming area, until they finally culminate in the international environment. Within each of these centers of interest there are no "units" in history, and so forth; the center of interest *is* the unit, in which history, geography, reading, and the like are only tools or phases, or both.

A list of those centers of interest which are found in this ever widening circle of child experience follows:

Kindergarten—Home and School Interests

Neighborhood Interests

- Grade 1—B Our City
 - A A Place Near Our City, the Farm
- Grade 2—B Our Need for Food, Shelter, and Clothing
 - A Food and Clothing from Afar
- Grade 3—B Homes of People from Far Away
 - A The World in Which We Live
- Grade 4—B Living in Northern and in Southern Regions of the World
 - A Our City and State, Their Service to People at Home and Abroad
- Grade 5—B Our Nation, the United States
 - A Neighbors and Island Possessions of the United States
- Grade 6—B Our European Neighbors
 - A European Influences in South America and in Africa

Grade 7—B Influences of Leading Nations of the World in the Far East

A World Relationship Through Our Neighbors in the East and in the West

It will be seen that out of sixteen centers of interest in the elementary school, nine have direct bearing upon an understanding of other peoples and our interdependence with them. These are the centers of interest for grades 2A, 3B, 3A, 4B, 5A, and both semesters in each of grades 6 and 7. A review of the list of centers of interest will also indicate that this development of the "consciousness of the international nature of society" is done without in the least minimizing or belittling a study of one's own country, its history and its attributes. Furthermore, the units which give the child an international viewpoint are the more powerful because of their place with the others; for example, "Our Need for Food, Shelter, and Clothing" in grade 2B makes the study of "Food and Clothing from Far Away" much more purposeful.

The techniques used for teaching these centers of interest are of the approved type. Pantomime and drama are used, pictures are studied and drawn, models are made, comparisons and contrasts with ourselves and our country are made. In all cases the emphasis is upon the people and their land as interesting, likable human beings and lovely places. The aim is to make differences not a cause of ridicule and hate but of kindly interest and sympathetic curiosity.

A typical example of this in operation is a pantomime used in the 2A grade in which some children dress in paper costumes of the people of different lands, and others take the part of American men and women. A collection of contributed toys and student-constructed facsimiles is then used to illustrate the exact serviceable exchange of goods between America and other countries. Thus, a little Japanese boy hands a carton labeled "Tea"

to an American boy dressed as a mechanic and in return receives a toy automobile; another foreigner exchanges a typical item of foreign trade for a camera, and so forth until all are well pleased and join hands in a sort of ring-around-the-rosy dance of increased satisfaction and mutual admiration.

Direct methods in the junior high school depend largely upon the social studies. There is an elementary study of American history in grades 8B and A in which a typical unit approach is followed. In grade 8B there is a unit entitled "European Civilization in America Modified by New World Conditions" in which the effort is made to give an appreciation of Europe's contribution to our early culture and beginnings, and also to demonstrate that all of us are foreigners.

The international scene receives its attention in the junior grades at the grade 9 level. Because a reorganization of this grade is now in progress there is not here the uniformity of practice as elsewhere in the curriculum. Some schools follow a social-studies syllabus generally called "Economic Citizenship," in which the child's place in modern society is pointed out, including his place in a world of nations each with advantages for and duties to their neighbors. Other schools are working on a modification of Professor Rugg's junior grades social-studies course, using his volumes 5 and 6, *An Introduction to the Problems of American Culture* and *Changing Governments and Changing Cultures*. Educators familiar with the literature on secondary-school social studies will recall that the Rugg course will emphasize at every opportunity the chance to build up an interest in the people who are different from ourselves, and a liking for them. Here are some sample units:

What Part Has the Immigrant Played in Community and Neighborhood Life?

How Have the American People Assimilated Different Nationalities and Races?

How Did Industrial Countries Europeanize the Earth and Produce the World War?

World Conflict *Versus* World Organization—Which Is Preferable?

Reference to the Rugg series will demonstrate the possibility of teaching the difference between nationalism and international coöperation.

DIRECT TEACHING IN THE SENIOR HIGH SCHOOL

The senior-high-school offerings in the social studies are:

Origins of Contemporary Civilization—usually in Grade 10

Modern European History—usually in Grade 11

American History and Civics (compulsory)—usually in Grade 12

Economics and Civics—each of one semester, elective and usually in Grade 12

Space does not permit a detailed statement of the syllabi of these courses, but any teacher with a social-studies background and with imagination can realize that the opportunity to stress the objective will range from one unit of study in some semesters to the full course in others. To demonstrate that the Rochester schools utilize such opportunities, a few units from some of these courses are here listed:

From "Origins of Contemporary Civilization," based on Alice N. Gibbons's *Directed Study Guide in the Origins of Contemporary Civilization*¹

What are the historical roots of modern nationalism as shown in the early development of England, France, and Spain?

What great changes in economic conditions brought about a rise of modern world commerce?

How did the growth of nationalism and autocracy bring the rise of mercantilism, and what far-reaching effects followed?

From "The Evolution of the Civilization of the United States" (American History, Grade 12)

¹(New York: Ginn and Company, 1926).

The Development of the West and Its Influence upon Nationalism and Democracy

Trends Taken by the International Relations of the United States, and Their Results

From the course syllabus in civics

Our Relations with Other Countries—which includes a study of the status and organization of the League of Nations

Racial Problems in American Society—at option of teacher

Integrating and Disintegrating World Forces—at option of teacher

Public Opinion as a Force in Modern Life—at option of teacher

The opportunities in the economics course need not be stated, because they suggest themselves. There is no unit as such on international economics, but most units in the course have a section devoted to the international phases of the particular material under study, especially such as "The Tariff," "Exchange," etc.

This sampling of items from the senior-high-school curriculum should amply illustrate the fact that the Rochester school system uses continuous and direct methods to lay a foundation of fact upon which the child as a future citizen may eventually act intelligently in a world whose problems are increasingly of an international nature.

In addition to the work of the social-studies departments we find direct education in international-mindedness taking place in other departments when the occasion occurs. The modern-language departments of some high schools have a method of developing a correspondence between American pupils and boys and girls of other countries, each in the language of the other.

The English syllabus for the high schools states as its objective 4—"A sympathetic understanding of human motives and acts." This statement, coupled with the inclusion of foreign authors in the courses of study, indicates some possibilities for building up international friendships. Many teachers avail themselves of these opportunities.

INDIRECT EDUCATION IN THE HIGH SCHOOL

These are the semicurricular and extracurricular activities which have a constant or occasional bearing upon the development of international friendships, the futility of war, and so forth. Much, of course, depends upon the teacher who supervises the activity, upon the temper of the children, and upon the motivating nature of current events to determine just what will happen at any time or place. But that the direct education in factual background is sufficiently good to actually develop a "consciousness of the international nature of our modern society," and makes the students eager to become active and creative in bringing the problems and lessons of this consciousness to the attention of their fellow students and the public, is shown by the following illustrations:

International relations clubs are usually under the sponsorship of the social-studies departments. Several schools have them and some of their activities are

Bringing speakers to their club to talk on international affairs

Managing the programs for school assemblies on international occasions, such as Armistice Day. These programs usually include speakers on war and peace, sometimes on "preparedness," and poems, essays, and songs on peace and fellowship

Taking student polls on peace and war, etc.

Conducting a mock League of Nations Assembly

Dramatic clubs are usually under the sponsorship of the English departments, and they sometimes stage plays on war and international fellowship. One of the most effective has been an enactment of the short but pointed play entitled "X Equals Zero."

Language clubs, such as the German or Italian clubs, occasionally play a strong part in building international fellowship through a study of the culture of the people whose language

they are learning, and through developing the international exchange of letters mentioned before.

One of the most unusual and creative extracurricular activities in the Rochester schools for the development of international good feeling is "The Renaissance Society," founded by Mr. DeFrancesco, with chapters in both East and Benjamin Franklin High Schools. This is a society of Italian boys and girls organized for the express purpose of studying Italian culture in an effort to transfer its best and finest features to their new homeland, and in interpreting Italian culture to their fellow Americans. They enact Italian plays of an ethical and historical nature, in Italian, for the Italian-speaking population; they hold essay contests on such subjects as, "What Italian Culture Can Contribute to the American Ideal"; they maintain a scholarship at the University of Rochester for the Italian student who best expresses the combined Italian and American ideal of manhood or womanhood; they conduct intersociety or interactivity conferences to further the happy amalgamation of Italian elements into American society; and they are forever educating themselves in various ways in the attributes of Americanism as it is best interpreted. The result has been an increased respect on the part of other students for the Italian and his culture, and a decided breaking down in each school of interracial and international antagonisms. Mr. DeFrancesco's idea and leadership has been invaluable, and could well be copied by others, both in Rochester and in other school systems.

SUMMARY

In summary it can be said:

1. Rochester schools attempt to develop a consciousness of the international nature of our modern environment; *i.e.*, of modern society.
2. The schools do this not at the request of groups especially

interested in international issues, but upon the dictates of the verities of history as determined through scholarship.

3. No attempt is made to indoctrinate the child with any particular belief or doctrine on international affairs, but simply to give a basis of fact and provide a practice ground for his ability to think as a citizen.

4. Both direct and indirect education are used; the first being curricular activities aimed at giving all pupils a factual background, the second being semicurricular and extracurricular activities aimed at giving capable and willing students a chance to exercise their citizenship skills and the use of their own judgment.

5. No attempt is made to teach the objective in a few unitary attempts but through a constant repeating of the factor, always viewing it in different aspects and phases.

6. Every effort is made to refrain from allowing the curriculum and syllabus to respond to the detailed wishes of special interest organizations. The way of true Americanism and of wisdom lies in teaching a respect for truth, and inculcating a desire to make as fine a nation as possible under prevailing conditions. In this we feel that it is best for realism to prevail over sentimental wish or hope.

In such efforts to build international good will and understanding, the Rochester school system does not believe it is destructive of true patriotism. On the contrary, it believes that it is assisting to build a finer and more basically sound patriotism—one that will make the United States more kindly and wise in the sight of its neighbors, and a more effective and efficient creator of the good life for its own citizens.

But the real measure of our success must come in the future with the actions of our present pupils in their efforts as creative citizens.

PUBLIC-SCHOOL ACTIVITIES DESIGNED TO DEVELOP WHOLESOME NATIONALISM AND INTERNATIONAL UNDERSTANDING

BERTHA M. BARTHOLOMEW

Principal, Frank David Boynton Junior High School

C. L. KULP

Superintendent of Schools, Ithaca, N. Y.

Recent trends in the social studies in the Ithaca public schools give less emphasis to the "glorification" of our nation through a recital of military achievements and claims of economic self-sufficiency and more attention to the development of an appreciation of our great heritage in fields of science, invention, education, agriculture, literature, art, and government. A study of the struggles of the early pioneers in the conquest of the wilderness and in the advance of the frontier on an ever widening front brings to the children of today a sense of pride in those hardy ancestors who created our democracy and made liberty and the pursuit of happiness its cornerstone. The discovery and development of our natural resources add a chapter which accounts for much of our industrial growth, and lead to a desire to preserve this priceless endowment from Mother Earth. The values to democracy of such fundamentals as freedom of speech, freedom of the press, and freedom to worship as one chooses are emphasized in social-studies courses. Coupled with the study of the accomplishments of the American democracy are those studies of other cultures, which have traveled other paths to achieve similar ideals, and which are now changing so rapidly in all nations.

The necessity for economic and social changes is considered frankly and weaknesses in our present social order are subjects for investigation and report. The fact that our Constitution is flexible enough to permit necessary governmental changes to keep pace with social-economic trends is presented in present-

day social-studies courses. The importance of world peace if civilization is to advance and if the privilege of social security is to become a reality throughout the world must be made a subject of study by many pupils and many classes. Not "a peace at any price doctrine," not the idea that men of the past who fought for our nation were anything less than heroes, but rather that wars of aggression are indefensible if civilization is to be preserved. Respect for the people of other nations is brought about by a study of their cultural contributions to the enrichment of life.

What are the activities designed to develop a wholesome nationalistic attitude and an appreciation of our interdependent relations with the people of other nations? A few of the many activities and devices employed in this attempt to direct pupils in the study of such problems follow:

Current events—newspapers, magazines, films, and lectures to present the facts of current history.

Projects in geography in the elementary grades to show economic strengths and weaknesses and emphasize the need for understanding and coöperation among countries.

Letters to South America, Europe, and the Philippines

Elementary, junior-high-school, and senior-high-school pupils have all participated in these projects. Classes in foreign languages exchange letters with pupils of France and Germany.

Children's booklets and gifts to other countries

Under the auspices of the American Association of University Women and the Parent-Teacher Association, good-will booklets were sent to China and gifts were sent to Mexico and Japan.

School clubs

Language clubs and the stamp and coin clubs study the history and customs of other countries.

Assembly programs

Pan-American Day is celebrated each year. Resources, characteristics

of the people, social customs, and the geography of each nation are portrayed.

The Kellogg Peace Pact has become a part of our Armistice Day program.

Dramatizations of significant historical scenes.

League and World Court discussions and debates.

Occasional talks by travelers or students from foreign countries.

Social Studies

Emphasis on the right of the majority to rule, and respect for minority opinion.

Recognition of finer spiritual and cultural values of other peoples.

Interest in the industrial, social, and political problems of today.

Development of willingness and ability to share in performing those social functions for which all citizens are equally responsible.

An understanding of the factors leading to the relatively high standard of living in the United States.

Study of the problems in democracy facing the American people including international problems, such as: naval conferences, international debts, League of Nations, Peace Pact, relations with Russia; and domestic problems, such as: government ownership, unemployment, social security, industrial problems, labor disputes, immigration.

The activities listed above are excerpts selected at random from the several parts of the public-school program which contribute to international understanding. Many of these activities are effective enough to warrant a more lengthy description. It is also true that many important phases of this program are not included above. Perhaps the greatest contribution which the modern school makes in the direction of creating a better understanding of national and world problems is the free exchange of opinion based upon reading and study. We must teach our pupils to be honestly critical and to apply the standards of scientific thinking to the solution of social, economic, and political problems.

SCHOOL AND COMMUNITY FOR INTERNATIONAL UNDERSTANDING

HENRY G. WELLMAN

New Rochelle High School

One of the major problems in modern education is to establish a technique whereby we may achieve some measure of international understanding. Knowledge brings understanding and only so can we hope to make the best use of the great place which our country occupies among the nations of the world. It becomes the duty then of the school to coöperate with every available institution in the community in the furtherance of this major educational aim.

Every community has its own individual background and traditions, its favored local organizations and clubs, its prominent churches and other institutions. No one minimizes the difficulty of integrating these with the schools in the pursuance of a great educational ideal; yet this ideal must no longer be neglected if we are to avoid the debacle of another world conflict. New Rochelle, New York, is a typical suburban city whose population is made up of many nationalities. We are grateful for the success achieved in the attempt that has been made to arrive at some of the desirable results herein described. Feeling that a record of the procedure might be of value to other communities we offer this brief description of the efforts of our public high school and the local organizations of our city to coöperate in an attempt to become more familiar with international problems.

It is obvious that if this attempt is to be effective in any high school some teacher properly trained and interested must inspire and organize the work. A teacher hoping to arouse interest in both his school and community must have, in addition to the required training in the social sciences, an intelligent comprehension of international problems, a love of humanity, and vi-

sion regarding the future as well as the ability to integrate the various departments of the school with the many-sided interests of the people in general.

In the beginning of the depression our people became aware that resulting problems were not only local or even national in character but also international in cause and effect. The social-science department organized a new course entitled "International Affairs." It was unfortunate that not enough teachers were available to care for the numbers wishing to enroll for this course. To meet this dilemma it was made one semester in length, thus giving opportunity to double the number of students. That there is a distinct demand in this community for this type of course is made evident by the ever increasing numbers enrolling for it. *The New York Times* is used as a text, each student subscribing. *National Governments and International Relations* by Frank Abbott Magruder, and *International Civics* by Pitman B. Potter are used as reference texts.

It shortly became evident that regular class periods would be entirely inadequate for the type and variety of material to be presented. To meet this need a current-events club was organized. This club has functioned for eight years as an intermediary not only between the various departments of the school but also between the school and the community. It meets on the second and fourth Wednesdays of each month, one meeting being conducted by the students on topics connected with class-work, the other made available for outside speakers to present policies and programs of local and national organizations. Enough cannot be said for the need of a club of this character to meet the opportunities presenting themselves for service in this field. It receives through the principal of the school many demands from local and national organizations wishing to present their ideas and programs before the school. In every community there are citizens and organizations wishing to make use of the

school to further their ends and aims. Such a club becomes a clearinghouse and at times a battle ground for the school in meeting these requests. The following paragraphs will indicate briefly the scope of its activities and the type of service it has been able to render.

No club would feel adequately prepared for programs in national and international affairs unless it received many publications containing helpful material. We have used the following: *Scholastic*, *Weekly News Review*, *The American Observer*, *Uncle Sam's Diary*, *Foreign Policy Association Bulletin*, *Current Events*, *Chronicle of World Affairs*, *Fortnightly Summary of International Affairs*, *World Events*, *Peace Action*, *The Journal of the National Education Association*, and others. The club also obtains material from many organizations which adds a valuable collection to the school library. The following come to mind from which material was received during a single school year: Foreign Policy Association, World Peace Foundation, League of Nations Association, Carnegie Endowment for International Peace, National Council for Prevention of War, National Committee on the Cause and Cure of War, National Student Forum on the Paris Pact, United States Society, Federal Council of Churches of Christ in America, World Alliance for Friendship Through the Churches, Church Peace Union, Pan American Union, My Friend Abroad, War Registers League, Fellowship of Reconciliation, Committee on Militarism in Education, World Peaceways, Friends' Service Committee, Womens International League for Peace and Freedom, World League of International Education Associations, and Westchester County League of Nations Association.

In this article only a few of the scores of activities of this club will be described. Some of the more important ones were county projects. In 1930 one hundred and fifty-five students from ten high schools in the county participated in a model League of

Nations Assembly. This was an attempt to portray the League in action in Geneva. In order to help the National Student Forum on the Paris Peace Pact to stimulate the study of the Pact in the high schools another county project was organized last year. Students from ten schools competed in an oratorical contest on the general subject "What Is Peace?" The program for this year will consist of a panel discussion, led by a prominent educator, on the history and future of the Pact. Each school in the county will be represented by a team of three students.

Dramatizing international affairs is the most effective work the club has done in the community. With a cast of thirty-three students the events of the First and Second Hague Peace Conferences, the Versailles Peace Conference, the organization of the League of Nations, the World Court, and the International Labor Organization, and the Paris Peace Pact have been faithfully portrayed in a play entitled *Your Court and the Worlds*. This play has been presented before the woman's club, Y.M.C.A., Temple Israel, public library, County Ministerial Union, a private school, a college, county history teachers, Children's Village, adult-education group, three churches, city-wide youth group, and school assembly. This list of organizations indicates the wide contacts a school may have with local and county organizations.

Each year a competitive examination on the League of Nations is conducted by the National League of Nations Association for the high schools of our country. It becomes the duty of this club to interest the students to compete in this contest. Members of our club are furnished each year with names and are encouraged to correspond with students in foreign secondary schools. This club helps to present school assembly programs for particular days. One Armistice Day, Professor David S. Muzzey of Columbia University spoke on "Must Men Fight?" On Pan

America Day in April John L. Leonard, president of America Cables Company, spoke on "Latin American Culture." Mrs. Carrie Chapman Catt, a resident of our city, presented on a World Good-Will Day program in May the New York State prize to a club member for the best Paris Peace Pact Essay.

Much local interest and enjoyment is manifested each spring when members of the board of education, city officials, and club leaders compete with the club members in a current-events questionnaire. The club usually wins highest average but not individual performance. When a club member won the National News Test sponsored by *Scholastic* the pupil and teacher enjoyed an all-week expense paid tour to Washington, D. C.

As noted above each community has its own individual traditions and organizations offering many avenues of approach to school participation in local affairs. In this city the woman's club held a three-day world-affairs conference. Sixty tickets at fifty cents each were donated by two citizens, making it possible for one hundred and twenty students to attend one or more of the sessions. These meetings were addressed by nationally known speakers. When the womens' clubs of the county held a two-day world-affairs conference the following year they commissioned our club to interest the schools of the county to attend. Eighteen schools responded and eleven hundred students attended each afternoon, outnumbering the adults.

In the last two years the Adult Education Council of our city organized four adult groups in history and international affairs. The council asked for volunteers to lead these groups and four members of the faculty responded. Over two hundred adults enrolled. This work, of course, is done without remuneration, classes being conducted once a week throughout the school year. Previous to this for three years the faculty adviser had led forums on international affairs at Temple Israel and at elementary-school parent-teacher group.

Young peoples' groups, forums, and fellowships of seven churches in the city have for years kept in touch with the trend of events. Teachers are continually invited to address these groups which are composed of present and former high-school students. In 1933 the general topic for discussion was "The Church and Recovery from a World Point of View." In 1934 it was "The Church and the Munitions Business," while this year it is "How War Affects Every One and Peace Is a Collective Responsibility." Like many other communities in our country a peace mass meeting was organized to counteract the war scare when Hitler assumed the leadership in Germany in 1933. In New Rochelle, through the activity of the club adviser, who was asked to serve as secretary of the city committee, such organizations as the chamber of commerce, service clubs, woman's club, Catholic, Protestant, and Jewish churches, and the Y.M.C.A. joined forces for a large attendance and an effective program. An educational film, *Must War Be*, was shown and an address on "The European Situation," by Philip Nash, director of the National League of Nations Association, was delivered. Again, last November the Adult Education Council sponsored a city-wide mass meeting in Armistice week. The club was requested to present the program. First of all a cartoon film on the munitions investigation entitled *Why* was presented, followed by a play *Your Court and the Worlds*. The club adviser gave a brief address on the historical development of peace machinery as now functioning in the Italo-Ethiopian crisis.

Other activities may be briefly mentioned. The educational chairman of the local Friends Service Committee makes a monthly visit to the school to present literature and programs and help in many other ways. The city peace parade last April organized a high-school section for us. A citizen has presented to the school a set of the flags of the nations. The Adult Education Council donated thirty dollars last year for cash prizes in the county oratorical contest.

Three prizes for the best work done by students during the school year in current events have been awarded at each commencement program for many years. Prizes have always been furnished by leading citizens. The high-school orchestra has often played a *Fantasia of National Airs* and the brass sextette has played the national hymns of the South American republics on Pan America Day. The art department is called upon frequently to make posters for club projects and for prizes sponsored by local organizations.

Progress has been made in securing coöperation between the school and community toward a greater interest and understanding of international affairs. For years the schools have been favored with a weekly page on school activities in the local newspaper. This friendly service has made many coöperative projects possible and a just appreciation of attempts made by young people. Another great factor in the success achieved has been the interest and encouragement of the board of education and the superintendent of schools. Freedom of sincere discussion of all the "isms" of the day is likely to be a valuable by-product of this coöperation between the school and the community. Experience has proved the value of this coöperation. Many colleges are giving aid to this movement by their courses in nationalism and internationalism.

NATIONAL AND INTERNATIONAL UNDERSTANDING

MALCOLM B. KECK

John Marshall High School, Minneapolis, Minn.

The purpose of this article is to summarize briefly what is being done in the social-science department in John Marshall High School, Minneapolis, to promote national and international understanding. Many schools are probably doing most of these things. However, something in this summary may be suggestive and helpful to teachers.

The following work-sheet was prepared and used in several classes at the conclusion of study and discussion on this problem:

OURSELVES AND OTHERS

What Are Your Concepts and Ideas?

1. Does war (mass murder) determine who is right when a dispute arises between nations?
2. Does war establish justice after one nation has offended another? Why?
3. Does any one profit as much from war as the munition makers? If so, who?
4. Do you think there would be another war if the government officials and capitalists of the countries involved were required to take their places in the front-line trenches? Why?
5. Are there any reasons why a nation should not manufacture and control the production of its munitions? If so, what are they?
6. Is any man or group of men entitled to accumulate fortunes at the expense of other lives?
7. Do you know any one personally who wants war? If so, who?
8. Do you think that international conflicts would be less likely if we took the profit out of war? Why?
9. From whom does a nation get its money to carry on war?
10. Is the United States promoting peace by refusing to join an alliance of nations (the League of Nations) to prevent war?
11. Does increased armaments ensure a nation of peace? Why?
12. List the things you can do to promote world peace.

13. Can all the excuses for war be traced to selfishness? Illustrate.
14. Explain the statement, "The future of civilization depends on world peace."
15. Should we adopt the policy of keeping our money, citizens, and trade at home in case of war? How would this help?
16. Some people say that another war will create better business conditions. Factories will hum again, they say. Even if they would, is it worth it?
17. Do you see any evidence of war propaganda in the press? If so, what?
18. Does war propaganda appeal to the passions of fear and hate? Explain.
19. Would you be willing to give your life in case the United States gets into trouble with European nations while carrying on trade with warring nations?
20. Do you think any of our foreign interests are worth sacrificing lives of our men to protect? Why?
21. How do you think the American people would vote on this proposition, "We should refuse to go to war unless invaded by an enemy"?
22. Would anything worth while be gained by requiring students to visit a home for the disabled veterans of the world war? If so, what?
23. Here are some results of war. See how many you can add: (a) loss of life, (b) debts and heavy taxation, (c) destruction of property, (d) physical and mental handicaps, (e) misery and suffering, (f) fear and hate among nations, and (g) broken homes.
24. Here are some specific causes of war. See how many you can add: (a) conquest of foreign territory, (b) rivalry for markets, (c) national pride, (d) fear and hatred, (e) need for raw materials, (f) military alliances, (g) competition in armaments, and (h) propaganda in press, radio, and movies.
25. List several things we as a nation should do to prevent getting into another war.

In talking to our social-science teachers I find several specific activities that should be included here.

1. In one class the students were required to interview a World War veteran and find out definitely what he thinks of war as a method of settling international disputes. Optional and additional credit was given to any youngster who visited the Hospital for Disabled Veterans.

2. War pictures were posted all around the room. The pupils were asked to analyze and study the pictures—then go to their seats and write five conclusions in regard to war.

3. Foreign students enrolled in the school are frequently asked to speak to the social-science classes. This has proved to be particularly helpful and stimulating.

4. Guest speakers have appeared during recent years who have dealt with this problem. This list includes men prominent in local, State, and national affairs.

5. Boys and girls have been asked to listen to peace programs over the radio and report to the class. Through this activity interest in the entire class was aroused.

6. The following materials have been studied:

“Essential Facts” (The League of Nations Association, 6 East 39th Street, New York City)

“The Kellogg Peace Pact” (National Council for Prevention of War)

“The Senate Investigation of the Munition Manufacturers” (*The Christian Century*)

Arms and the Men (Doubleday, Doran, and Company)

Numerous magazine articles on the League of Nations, World Court, communism, fascism, nazism, and propaganda

Our job in the school today is to create an intelligent and righteous public opinion. War is unnecessary; it should and must cease. The future of civilization depends on our ability to develop sensible national and international concepts and attitudes. This we are attempting to do through our social-science department.

A CONTRIBUTION TO INTERNATIONAL ATTITUDES

EDGAR G. JOHNSTON

Principal, University High School, Ann Arbor, Michigan

The school's contribution to international understanding will depend upon its curricular offerings, the activities provided in its classrooms, and the efficacy of instructional techniques. To an even greater extent it will be determined by the philosophy accepted by the staff and underlying specific activities of classrooms or assembly. The presentation which follows is based on the belief that a sound attitude on international problems may be promoted most effectively by utilization of opportunities which present themselves in connection with various classes and whole school activities. In character education—and education for international understanding is a phase of that—we have come to recognize that desirable character outcomes result from a consideration of all the factors in a given situation and selection of that course of action which will result in the greatest number of satisfactions for the greatest number of people for the longest time.

Education for international understanding is education to produce a realistic, intelligent, and fair-minded point of view toward other peoples and their problems. If a school accepts the point of view here expressed, the emphasis in curriculum will not be upon a program of specific subject matter or activities in international understanding but rather upon the way in which various experiences are utilized to produce the desired results. It follows that the descriptions presented below are not so much parts of a definite program as they are typical illustrations from current practice.

↓ The library plays an important part in the promotion of understanding. In addition to reference lists which furnish back-

ground for discussion in the social studies and English classes a large place is given to books and magazines of travel and to fiction and biography dealing with life in other countries than ours. Each year special displays are made including such volumes as *House of Exile*, *Daughter of the Samurai*, *Saturday's Children*, *When I Was a Boy in Persia*, and similar interpretations of foreign life and customs.

An important place in the University High School's program is played by a series of weekly scheduled assemblies. These most frequently grow out of classroom work and homeroom activities. They occasionally present outside speakers. As an outgrowth of the activities of one of the English classes is a play the theme of which is the debt of America to foreign nations in the fields of music and art, of science and government. Short plays and dramatizations of various school activities frequently contribute to an understanding of the people of other nations. A fine-arts program presented in living tableaux a series of famous paintings illustrative of the various national schools. Original plays dealing with the lives of famous composers as a feature of National Music Week has served to make more vivid certain periods in the history of the countries which produced these artists. Each year at least one speaker of note has spoken to the group on some phase of international interpretation—Lyman Bryson on "What the Average Citizen Needs to Know of Foreign Affairs," Robert Hall on "Interpretation of the Manchurian Situation," C. F. Remer on "China's Problem in the Far East," Preston Slosson on "Peace Problems in Europe," and Charles Hurry on "Latin America."

Several years ago a graduating class presented to the school as a memorial a series of large exhibit cases in the main corridor. A committee of pupils and teachers schedules exhibits. Usually they are displays of the work of high-school pupils. Not infrequently they are selected to illustrate the art and culture of

foreign peoples. The current exhibit is a collection of Japanese prints. Earlier in the year a selection of travel posters from the various European tourist bureaus featured spots of beauty or historical interest. The university museum lent an excellent collection of oriental textiles. The industrial-arts department sponsored a display of tools and implements from various lands, the French department a collection of modern French paintings. A friend and neighbor of the school, a retired business man who spends several months of each year in travel, spoke in a school assembly upon a recent trip to Yucatan. In the course of the talk he mentioned his custom of securing dolls in the costumes of the various countries he visited. Following the address he lent to the school an exhibit of some fifty of these models.

✓ In music classes a study of folk songs has been used as a medium of understanding the people of their origin with reference to the influence of climate, vocation, geography, government, and recreation upon the songs of the people. A series of projects in correlation between the modern-language and social-studies departments has paralleled certain periods in history with the music from these countries.

✓ Physical education offers opportunities to develop an appreciation and sympathetic feeling for peoples or races which may result in international understanding. Folk dancing is probably the best example of physical-education "subject matter" which naturally lends itself to the teaching of customs, manners, dress, recreational interests, beliefs, and general make-up of the people of various nations. A folk-dance project in correlation with music, fine arts, and social studies illustrates this point. A "Trip Around the World" was presented as an assembly program. Many countries were visited, the characteristics of the people noted, their dress and customs and the historical significance of their dances illustrated.

✓ Folk dances are based on the customs and beliefs of a nation.

Seafaring England would naturally have its sailors' hornpipe, court life in France its minuet, Scotland would have its highland fling based on its geographic characteristics, and Old Mexico its *jarabe*, a story of a proposal and acceptance of marriage still cherished as a part of real Mexican life.

Folk dances are of little interest to high-school students unless the cultural pattern is used as a background. If these factors are taken into consideration in the proper teaching approach valuable information can be learned about the characteristics, culture, and traditions of a people.

✓ The fine arts provide a rich field for understanding foreign cultures. A recent project, "Costume Through the Ages," prepared for an assembly program led to a study of various nations and their characteristic ways of living.

In French and German classes the geography, history, customs, institutions, and literature of France and Germany form a definite part of the course. In advanced classes pupils regularly report on articles in current magazines and newspapers dealing with politics, art, music, drama, and folk songs. Characteristic observances of the German and French Christmas celebration interpret the life and customs of the people. Particularly stimulating in its attack on a critical modern problem was a forum held under the auspices of the German classes with discussion of the question, "What Should Our Attitude Be Toward Modern Germany?" As a background for the discussion pupils read articles representing a wide range of opinion as an approach to an intelligent understanding of the problem. Pupils are encouraged to attend French films, plays, and lectures under the auspices of the local Alliance Française.

In both foreign-language and social-studies classes increasing use is made of the new allies of education—motion picture and radio. In some cases films and broadcasts are included in the regular class hour; individual and group reports of appropriate

programs coming at hours outside the class schedule make possible broadening the course to include significant commercial films, discussions of the Foreign Policy Association, and similar national features.

The social-studies classes present the most suitable opportunity for the dispassionate approach to conflicts of national interest. It is possible to see in the steps leading up to the American Revolution both the point of view of the American colonies and the reasons which led the English to think and act as they did; to view the Mexican War with the same objectivity with which we approach Great Britain's colonial expansion, the Japanese attitude toward Manchuria, or Italy's current adventure in Ethiopia; to see the American Civil War from the point of view of the South as well as of the North; to consider various contributing influences of geography, population, and economic pressure upon national movements and historic events.

The approach to international problems which has been presented here is based on the firm conviction that an appreciation of the ideals and achievements of other nations detracts nothing from the loyalty, courage, and idealism of American heroes, but rather enriches our understanding of the unique contributions of American civilization, and that intelligent patriotism finds a more substantial foundation in a just and tolerant attitude toward other nations than in chauvinistic nationalism.

OUTLINE OF ACTIVITIES OF WORLD CITIZENSHIP COMMITTEE OF COLORADO EDUCATIONAL ASSOCIATION

A. H. DUNN

Chairman of the Committee

The Colorado Committee on World Citizenship was created by action of the Colorado Educational Association in December 1930.

The purpose of the committee has been to create an interest in the field of interrelations between nations, to better the understanding of them, and to strengthen our pupils' attitudes of sympathy and tolerance. So far as we know the creation of such a committee as a regular agency of the Education Association and acting under its sponsorship was an experiment and there were few precedents to follow.

Our work, however, has had a cordial coöperation from both the school officials and the schools, which seems to indicate that there was an open field for our activity.

In general accord with this practice we have urged a larger use of periodicals that cover this field whether they be factual, current-events types, or those carrying also discussions of more important themes. The use of one period a week in upper grades and high school for such reading and discussion is now very general. The library, of course, is another point for emphasis. The importance of the "international shelf" and of a generous supply of suitable books for it has been stressed. Lists both of periodicals and books have been circulated throughout our schools by the committee in coöperation with our State association publications. The value of international correspondence has been emphasized.

The committee has not overlooked the value of the lessons that may be emphasized through assembly programs, and especially those for special days like Armistice Day and Good-Will

Day, and program material has been sent out to both the city and country schools to aid in their observance. Efforts have been made also to contact sympathetic organizations like the P.T.A. and women's clubs, organize study classes, provide speakers at service clubs, and in general to coöperate in and strengthen all efforts looking toward a better understanding of world situations and a more tolerant spirit in dealing with them.

But it is doubtless true that the various activities mentioned or suggested are largely in use throughout the nation and at best the committee could only develop or strengthen them. Perhaps our most original work has been in the organization of international clubs in high schools and in sponsoring and developing their activities. These clubs, in type of organization, are like the usual high-school club and function under the direction of a teacher sponsor. Although the beginnings of these organizations were very simple, the growth of the idea has been rapid. The World Citizen Committee acts in a general way to encourage and assist the movement and more particularly in suggesting topics for study, outlines for same, bibliographies, etc. The different clubs throughout the State study the same topic and meet together in regional conferences and at a State conference for discussion and statement of opinions.

The first year of our activity we had only one regional conference, but last year we held four in different parts of the State. Later in the year a State conference was held under the auspices of the Foundation for the Advancement of the Social Sciences, of which Dr. Ben Mark Cherrington is the executive, at Denver University. This organization has been very helpful indeed to the clubs.

These conferences, both regional and State, use the same topics and carry on their work through round-table discussions. These topics have been used at different times—War Debts, Types of Government, Disarmament, and the United States

and Latin America. Our topic for this year is "Problems of the Pacific Area." The host school usually assigns some phrase or nation that the schools concerned may study especially for the conference. Thus at our first conference the host school provided a United States representative for each round table, and other schools took part of England, France, etc. Much the same methods have been used at State conferences except that the Foundation provided chairmen for the round tables from the more advanced college or graduate students in this field. The regional conferences last a day, the State a day and a half. The first State conference enrolled about one hundred from twenty-three schools, the last over two hundred from twenty-seven schools.

The benefits of these meetings apart from the discussions are very pronounced. The personal contacts are very helpful both to students and sponsors. There is always a lunch or dinner together with greetings, songs, and general good feeling. Usually too the programs can provide for a brief social hour, and the sponsors have a round table of their own which is especially enjoyable because of its informality and limited numbers. To give a more definite idea of the work of a conference, I will outline briefly our program of last April.

Friday afternoon, registration, etc., followed by five round-table conferences on: Monroe Doctrine, Trade Relations, Peace Machinery, Cultural and Social Relations, Democracy with Other Political Theories.

SAMPLE PROGRAM OF ONE ROUND-TABLE AGENDA

Round Table 1—Monroe Doctrine and Intervention (Marjorie Stephenson)

1. Factors underlying enunciation of Doctrine
 - a) What is it?
 - b) What is Roosevelt corollary?
 - c) Development of Caribbean policy

2. What has been our policy on intervention under the Monroe Doctrine?
 - a) Policy of recognition of new governments in Latin America
 - b) Should the American flag follow the modern investor?
3. What is our present relation to Latin America under the Monroe Doctrine?
 - a) Changing policy under Hoover
 - b) Roosevelt's "good neighbor policy"
 - c) Possibility of internationalization of Panama Canal
4. Relation of Monroe Doctrine to policy of isolation
5. Validity in 1827 and 1935

While these round tables were going on the sponsors were holding a panel discussion on "Aims in International Education," which resulted in a spirited discussion of liberalism *vs.* indoctrination. In the evening a banquet was followed by an address and a social hour; and on Saturday conferences were continued and reports made.

This fall several new schools have formed clubs and by next spring we expect that practically all our larger high schools will be interested. There are, we recognize, many movements striving to accomplish the aims we serve. But it seems to us that a movement sponsored and supported by the State teacher's association has a prestige and promise of success secured in no other way. The committee reports formally each year to the legislative assembly of the C.E.A. and must be reappointed each year by its directors.

Steps have been taken toward the formation of a State organization when pupils will have a larger hand in the administration, and this step will add, we believe, to the value of the whole movement. After all it is the pupil activity that creates interest and convictions and such a method of instruction as we have outlined will surely help to make and strengthen sane backgrounds and guides for the decisions our pupils of today must make only tomorrow.

IMPLANTING THE WORLD VIEW

HENRY WADE HOUGH

*Supervisor of Adult Education in Public Affairs, Colorado-WPA
Adult Education Program*

Being inland born and bred, the residents of Colorado might be expected to regard world affairs and the whole realm of international relationships with that startled and suspicious attitude which has characterized so many prominent statesmen who have stemmed from America's hinterland.

Certainly the time has not yet come when Denver and its suburbs can be hailed by the hopeful as an oasis of understanding and enlightenment. Those adventurous gold diggers who gave Denver its start seventy-five years ago were exponents of a vigorous brand of Americanism, and the community they established still savors of an earthy nationalism that sometimes dons the hood or the helmet of 100 per cent patriotism.

But there is a potent ferment that has been working in this community for the past decade, a leaven that slowly but unmistakably is helping the people of Colorado to rise to new stature in their own eyes. This influence is growing year by year, reaching out to encompass more individuals and to affect more lives. It is the story of this influence, its inception and its development, that is the story of the Foundation for the Advancement of the Social Sciences.

Before Colorado was admitted to the Union as the Centennial State, and while Denver was still wondering if it had better move a hundred miles north to Cheyenne and the railroad, there was a cultural institution in Denver named Colorado Seminary. That institution, which has been known for years as the University of Denver, grew up with the town and made a host of friends.

Twelve years ago one of these friends deeded to the University a large downtown office building, which not only was valuable but was a "going concern" in that it yielded substantial and dependable income. With his gift, the donor made a stipulation that the income should be utilized: "to advance understanding and good will in social, industrial, and international relationships."

James H. Causey was that friend of the University whose generous grant established the Foundation; he serves today as one of the four trustees. The other trustees are Dr. Heber R. Harper of Columbia University and former chancellor of the University of Denver; Dr. Ernest Wilkins, president of Oberlin College; and Dr. D. Shaw Duncan, chancellor of the University of Denver. To inaugurate the work of the Foundation and to serve as its executive secretary, the trustees procured the very capable services of Dr. Ben Mark Cherrington, an eminent leader in international, social, and industrial relationships, and a friend of student groups in various parts of the world.

After appraising the purposes of the Foundation and the opportunity afforded for carrying on an extensive community-wide program, Dr. Cherrington drafted a list of one hundred and fifty of the world's forward-looking thinkers and put his problem up to them in the proposition, "What would you do?"

Suggestions began to roll in at once. They came from Herbert Hoover in Washington and from William Allen White in Kansas; from Louis D. Brandeis and Roscoe Pound. Gandhi, Jan Smuts, T. Z. Koo, and Ramsay MacDonald gave him their ideas. Jane Addams gave him hers. From these and from dozens of other thoughtful and interested persons came answers that helped in drafting the program.

Make Americans think of the postwar position occupied by the United States in international life; bring to them facts to use as the basis for a new understanding of world affairs; help

them to attain a world view, a realistic view, that would serve as an active and effective stimulant toward world peace. These objectives, it was agreed, were paramount.

Sentimental interest in world peace was plentiful, but it must be translated into an informed world view among the citizens. No mere sentimental desire for peace would withstand the roll of drums and floods of war propaganda. Education for a new world order must establish firm foundations, deep foundations grounded in understanding.

Too, it was desirable for the Foundation to become a resource to which the citizens of the region might turn for dependable and timely information on the critical issues involved wherever peace might be threatened, or wherever some new technique in human understanding might offer a fertile field for study and research.

Modestly and with a receptive attitude, the director set out to give the Foundation something of the character of Chaucer's "Oxenford" scholar, ". . . and gladly would he learn, and gladly teach."

The program within the University could be only a part of the Foundation's work. The community program, which has developed from local to State-wide and regional significance, was launched in uncharted territory. An observer would find it hard to determine where the work with the "gown" begins and that with the "town" leaves off. Fortunately, it has been found that the two fields of activity blend congenially in a modern city like Denver.

For its well-balanced program of international education, the University in 1934 was awarded the F.I.D.A.C. Educational Medal, granted by the Federation Interalliee des Anciens Combattants to the outstanding American institution in the university class for distinguished service in promoting international good will and understanding.

In addition to the courses and seminars provided as part of the University curriculum, the Foundation engages in activities much farther afield. An instance is its role as host to the Rocky Mountain Regional Conference of International Relations Clubs which is sponsored by the Carnegie Endowment; last year one hundred and forty students were registered, representing thirteen colleges. Similarly, the Foundation sponsors a State-wide high-school conference of international relations clubs. Last year's sessions had over two hundred registrants including twenty-four teachers, representing high schools from twenty-seven communities.

Most ambitious of the Foundation's undertakings to date was the Institute of Public Affairs held last summer for ten weeks, with two-week units featuring in turn problems of education, economics, government, sociology, and philosophy. Local interest was aroused by panel discussions led by prominent business and professional men and women, with "headliners" from the lecture staff interspersed with students and citizen-learners.

Distinguished lecturers and round-table leaders included Drs. Lyman Bryson, Earle Eubank, J. Eugene Harley, Rufus B. Von Kleinsmid, Chester A. Phillips, James Grafton Rogers, T. V. Smith, and other noted educators from leading universities.

On the governmental side, the Institute presented many notables including Henry A. Wallace, Senator James P. Pope, Governor Paul V. McNutt, Justin Miller, Dr. H. Gordon Hayes, and Levering Tyson.

While Dr. Cherrington admits that such an ambitious undertaking as the Institute caused some concern in its early stages, the record shows that the public not only responded in spirit but also provided a net cash balance which was turned over to the summer school.

Small, selective seminar groups which meet every week to

discuss timely world problems constitute one of the most important and most popular phases of the community program. Membership is by invitation only, and is considered sufficient honor to maintain a waiting list for each of the numerous groups. Keeping the attendance down to the proper level for each type of program is a major concern of the Foundation staff, and requires tact as well as discrimination.

The seminars form a nucleus for larger gatherings, such as the occasional "Fireside Lectures" which are evening affairs attended by as many as one thousand guests who welcome the informal spirit of these occasions. Speakers are provided for discussion groups and clubs, not only in Denver but in all parts of the area tributary to Denver. Miss Elizabeth Fackt, able assistant to Dr. Cherrington, maintains almost as heavy a schedule of speaking engagements as Dr. Cherrington himself.

To many Denverites, including a large number of businessmen and professional people, the most stimulating work of the Foundation is its series of fortnightly luncheons. This annual feature has proved exceedingly popular and three times has outgrown its quarters. The luncheons now overflow the largest hotel lunchroom in the city; many attend who have hopes only of gaining standing room during the addresses of the Foundation's notable guest speakers.

The fortnightly luncheons are similar in attendance and type of audience to the luncheons held in New York by the Foreign Policy Association, and in many instances the same speakers are featured. These large gatherings serve best to dramatize world problems on which the Foundation wishes to focus attention. Colorful speakers, whose statements make interesting "copy" for the newspapers, leave behind vivid impressions that may stimulate further inquiry. Prominent local figures, often selected because they are known to disagree with the principal speaker, are honored platform guests. Dr. Cherrington takes pains to let

as many local residents as possible meet and talk with his celebrities, many of whom stay for several days.

A list of the speakers who have appeared under Foundation auspices in recent years would almost duplicate a list of noteworthy "world citizens" who have made personal appearances in America. Not a few of these lecturers now arrange their routings to include a week end in Denver, where a sizable audience is assured and a stimulating cross-fire discussion is sure to reveal the pulse of the region.

Perhaps the Foundation's trustees had never hoped that it soon would be playing an active role in improving the State government, but that has already taken place. Last year the Foundation, in coöperation with the American Legislators Association, arranged a prelegislative conference attended by eighty-five of the one hundred members of the general assembly. Before the conference convened, a group of research experts directed by the Foundation had made exhaustive preliminary studies of the major problems to be dealt with. The studies included the experience of other States and nations dealing with similar problems.

Under the inspiring leadership of its executive secretary, the organization has developed with boundless energy and enthusiasm, and yet its endeavors have been weighted with patience and understanding of the community. Still focusing its attention on winning the individual to the world view, it moves in ever widening circles to prove that education *can* be a regenerative force in present-day society.

I PLEDGE A LEGION

A. C. MOSER

Principal, Coaldale High School, Coaldale, Pa.

BERT B. DAVID

Superintendent of Schools, Lehighton, Pa.

Jehovah's Witnesses started something when one of their younger followers refused to salute the flag because it was contrary to his religion to do so. It all happened in a school in the State of Massachusetts. Fortunately or unfortunately he was noticed by the teacher. The boy was violating a State law and the teacher and board of education decided that it was their duty to compel the boy to salute the flag or treat the incident as a case of insubordination. The outcome of this case is well known because it was not long until every one concerned made the front pages of our metropolitan newspapers. The psychological effect of this newspaper publicity was such that other members of Jehovah's Witnesses and of other religious sects began to realize that they were saluting the flag contrary to their religious beliefs and immediately refused to repeat their action—more publicity, pupils expelled from school, parents arrested and fined, teachers fired, interpretations of law, new laws enacted. Now one school has been organized by the pupils with a teacher who refused to salute the flag.

The writers learned a great deal from the newspapers concerning the present practices on flag etiquette in our schools in the various States. But we learned a great deal more by investigating these practices among eight thousand school children.

State law requires every pupil and teacher to salute the flag at regular intervals in some States. In other States this matter is left to the discretion of the local school officials. Some States require teachers to take an oath of allegiance before a certificate

to teach in the schools of the State can be issued. A decision by the Attorney General in Pennsylvania requires every teacher and pupil in the schools to salute the flag and includes a recommendation that all pupils refusing to do so will be treated as all other cases of insubordination and teachers refusing to salute the flag shall be dismissed at once. Just a few weeks ago the New York Board of Aldermen passed an ordinance that a flag, of specific dimensions, must be displayed at every meeting, whether held in a public hall or private home.

What is right with our present practices of flag etiquette in our schools? Is the pledge of allegiance to the flag just one of those meaningless formalities? Do teachers and pupils salute the flag because it is customary to do so, or do they perform this ceremony because they are compelled to do so by law and wish to be law-abiding citizens, or do they perform the ceremony because the flag is, to them, the symbol of liberty and justice for all? Is the flag the symbol of liberty and justice for all? The pledge of allegiance to the flag might be meaningless to many pupils and teachers who are trying to answer the last question.

We do not expect to answer these questions for you but are willing to relate our findings for your consideration.

We took the attitude, at a group meeting of school officials and teachers, that the pledge of allegiance to the flag was a meaningless formality for most pupils. To determine the degree of truth in our contention we requested the superintendents, principals, and teachers in a number of small school districts to have all pupils from the fourth to the twelfth grades inclusive write the pledge of allegiance to the flag. All pupils were requested to be careful with punctuation and spelling. Eight thousand pupils wrote the pledge and *not one paper was perfect*.

The following is a verbatim copy of a few of the papers that were written by pupils from the fourth to the twelfth grades inclusive:

I pledge a legion to the flag and to the republic for which it stands one nation in the individual with liberty and justice for all.

I pledge the legions to the flag, of the United States and to the legions for which it stands, one nation individual with liberty and justice for all.

I pledge alegence to the flag of the United States of America and to the republic for which it stands one and insperable.

I pledge the legion to the flag Of the United States of America To the republic for which it stands One nation indivisable liberty and justice for all.

I pledge a legion to the flag of the United of a America. One nation inverisal and with a stand.

I Plage the legen to the flag and to the United States of America and to the puplic for witches stands one nason in afesable off liberty just for all."

I plague the legion to the flag of the United States of America and to the repulic for Richlan stand's one nation in indivisible with librtly and jesta straw.

I bleg alegin to the flag of the United States of America and public legen Stands One nason indavisable Librtie and jusut for all.

These illustrations may seem humorous to the reader but it becomes a serious problem when pupils have repeated the pledge every school day for a period of twelve years and understand so little about it. Would our taxpayers be justified in concluding that we teachers are guilty of similar practices in teaching our subject matter?

Authorities disagree on the punctuation in the pledge of allegiance to the flag. Therefore, we were compelled to make a selection to correct the papers. We accepted the recommendation of the committee appointed on flag etiquette by the American Legion. They recommend:

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, indivisible, with liberty and justice for all.

A copy of this was sent to each teacher with a request that they teach it to their pupils. One week later the same pupils

were asked to write the pledge again. Forty-five per cent of the papers were correct and mistakes decreased by ninety-five per cent, most of the remaining errors being mistakes in punctuation.

It is obviously unwise to place too much emphasis upon punctuation. The pledge was published in a pamphlet entitled, "The Flag Code," by the American Legion, as adopted by the National Americanism Commission in conference at Washington, D. C. Here the pledge appears twice and is punctuated differently in both places.

An examination of the second group of papers, of the same pupils whose first papers appear in this article, revealed that three of the nine papers were perfect. There are eight mistakes on the remaining six papers, six in punctuation and two misspelled words. This is evidence enough that the pledge is now more than a meaningless formality to these pupils.

Why this great difference? Was the pledge never taught to these pupils before?

In teaching as well as in other professions we take too many things for granted. Pupils are promoted from grade to grade in this mechanical educational system of ours and are expected to receive a certain dose of knowledge in each grade. The next teacher takes it for granted that the pupil received the proper dose in the preceding grade and proceeds with the next dose. Finally the pupil is overdosed because we have taken too much for granted and instead of developing fine outstanding citizens that represent the ideals of our educational philosophy we find that we have developed a poor helpless creature for the Federal relief rolls.

So it is with the pledge of allegiance to the flag. Pupils in the first grade are taught the pledge by repetition. As they are promoted from grade to grade the repetition continues and we take it for granted that they know and understand the pledge. We have them rise each morning and give the pledge in a group.

They make a striking appearance and it sounds fine, but when they are called upon individually to give the pledge it is a sad, sad story. Will we then say that the teachers have failed?

During the process of our investigation various teacher groups were requested to write the pledge of allegiance to the flag. We found that there was some disagreement on the pledge and that some knew very little about it. We are not inclined to criticize them too severely because we realize that many of them never saw the pledge in print and are victims of the same circumstances as their pupils. Should the teacher be held responsible and be criticized?

Mr. Taxpayer, before making a decision, be honest, apply this test to yourself, then apply it to those whom you have elected to high office and have taken the initiative to prescribe the dose. We tried it and find the prescribers in a worse plight than the pupils themselves.

RESEARCH PROJECTS AND METHODS IN EDUCATIONAL SOCIOLOGY

In order that this section of THE JOURNAL may be of the greatest possible service, its readers are urged to send at once to the editor of this department titles—and where possible descriptions—of current research projects now in process in educational sociology and also those projects in fields of interest kindred to educational sociology. Correspondence upon proposed projects and methods will be welcomed.

UNIVERSITY OF CINCINNATI RESEARCHES

The department of sociology of the University of Cincinnati¹ has for a number of years maintained and operated as a part of its regular educational program and activities a workroom, corresponding somewhat to the laboratories operated by the physical sciences. This is supervised by an attendant corresponding to a laboratory assistant, under the direction of the members of the departmental staff.

This equipment serves the following purposes:

1. It provides an indispensable working place for the carrying out of student assignments in connection with various courses.
2. It makes possible the development of materials used in various educational projects, not otherwise available.
3. It is a recognized assemblage place for social data concerning the municipality, made available to many individuals and organizations as a part of the University's general policy of making its facilities of use to its community.
4. It serves as a bureau of information to the community on many sociological matters.

Following is a partial list of the specific projects of the department:

A. Development and maintenance of census tract maps, data and tables, officially adopted for the City of Cincinnati by the Federal Bureau of the Census, Washington, D. C.

B. Preparation of data in the form of charts, maps, tables, etc., for the City of Cincinnati.

There have now been prepared and made available to the public some

¹This statement has been provided through the courtesy of Dr. Earle Eubank, head of the department of sociology, University of Cincinnati.

one hundred and fifty various combinations of data, a partial list of which follows:

I *Population*

Distribution by

1. Color and race
2. Parentage
3. Country of birth
4. Sex
5. Age groupings
6. Citizenship
7. School attendance

II *Vital Statistics*

1. Births
2. Deaths (including major causes)
3. Major diseases

III *Family Matters*

1. Marital status
2. Distribution of divorces
3. Number of families
4. Size of families
5. Type of dwelling
6. Home ownership and rentals
7. Estimated incomes
8. Ownership of autos
9. Ownership of radios

IV *Institutions and Occupations*

1. Schools: by location, size, and classification
2. Churches: by location, size, and classification
3. Social-service organizations: by location, size, and classification
4. Social and recreational organizations: by location, size, and classification
5. Population by occupations
6. Population by incomes

V *Various Social Problems*

1. Crime committed: by location and type
2. Criminals: by location and sex

3. Juvenile delinquency: by location, age, and sex
 4. Fires and fire-department calls: by location and type
 5. Mental defect: by location, sex, and type
 6. Physical defect: by location, sex, and type—based on hospital sampling
 7. Progress in naturalization: by location of first papers and second papers—taken out
- Various others in preparation

This is the most comprehensive body of social data assembled in Cincinnati, and is used constantly by many individuals and organizations, to whom it is made available without charge. Among the organizations which have used it in their work are the following:

Local²

1. Board of Education
2. Welfare Department
3. Police Department
4. Fire Department
5. Health Department
6. Department of Buildings
7. Engineering Department
8. City Council
9. House of Correction
10. Public Library
11. General Hospital
12. Various public schools
13. Municipal Reference Bureau
14. Welfare Department
15. Hospital for Insane
16. County Auditor
17. Juvenile Court
18. Public Health Federation
19. Chamber of Commerce
20. Federation of Churches
21. Various local churches
22. Bureau of Municipal Research

²One to 13 are under the municipal government; 14 to 17, under the county government.

23. Y. M. C. A.
24. Automobile Club
25. Citizenship Council
26. Y. W. C. A.

National⁸

1. Federal Census Bureau
2. Bureau of Education
3. Federal Housing Administration
4. Federal Children's Bureau
5. Institute of Social and Religious Research
6. Special information requested by various cities

C. Collection and maintenance of as complete a file as possible of research projects completed by other organizations, open, without charge, to responsible organizations and individuals.

D. Preparation of research maps and forms used somewhat widely by various organizations.

E. Preparation, and constant correction, of the most complete city address directory available for the city. This has been adopted as the official directory by various municipal departments, and has been reproduced for their use at government expense.

F. Preparation (by request) of the political ward boundaries of the city. This is said to be the first time any American city had adopted political boundaries constructed upon the basis of socially defined areas.

G. Preparation (by request) of a program of public welfare for the City House of Correction.

H. Preparation (by request) of a study of "The Social Consequences of Unemployment in Cincinnati," published as a part of the official report to the State Legislature of the Ohio Unemployment Insurance Commission.

I. Preparation (by request) of data used by the city authorities as a part of their evidence in support of petition for Federal funds to be used in Cincinnati Slum Clearance (\$6,000,000 granted).

J. Called into consultation by Federal authorities laying out plans for the 1935 census of Cincinnati.

Other projects are in process.

⁸ One to 4 are under the Federal Government.

BOOK REVIEWS

Webster's New International Dictionary. Springfield, Massachusetts: G. and C. Merriam Company, 1935, xcvi+ 3,210 pages.

As a child in school it was not an uncommon experience in looking up a word in the dictionary to find it defined by a word equally unfamiliar. On turning to the second word, it was disconcerting to find it defined by the original word. The comprehensive dictionary was cumbersome and extremely difficult to use. The school child today who turns to the *Webster's New International Dictionary* has an entirely different experience. Although unabridged, its typography is such that it is a pleasure to read it and the more than 12,000 illustrations, some of them in magnificent color plates and halftones, make it an invaluable edition to both school and home libraries.

My Country and My People, by LIN YU-T'ANG. New York: The John Day Company, 1935, xviii+ 382 pages.

Increasingly during the past few years the eyes of the world have been turned toward China. This book has come at an opportune time and presents a clear-cut, forceful analysis of China and the Chinese by one who has traveled widely throughout the far reaches of the pseudorepublic. He has been active in student groups and has had close contacts with all classes of people—tillers of the soil to nationalist leaders and statesmen. In the light of this unusual background, it is extremely significant to note the author's conclusion that, despite the eternal conflict with Western civilization, there is a growing tendency among all classes to turn back to Eastern traditions. The author feels that the real strength of China lies in this cultural heritage.

Pearl Buck has written an interesting introduction to this very significant volume.

Interpretations, 1933-1935, by WALTER LIPPMANN, edited by ALLEN NEVINS. New York: The Macmillan Company, 1936, 399 pages.

The author is too well known to need comment. In this volume, the editor has brought together the more significant articles contributed by

Mr. Lippmann to the *New York Herald Tribune* over the last three years. He has compiled them in such a way as to give as much organization as possible in covering a large number of short publications. In international affairs, Mr. Lippmann is a nationalist and favors heavily armed isolation. He sees no possible gain in our participation in the League of Nations and in an article written some months ago he concludes that the League is dead. Unfortunately, the editor has included no articles dealing with this significant problem contributed during the last six months, yet the facts have definitely refuted Mr. Lippmann's prediction.

The Coming World War, by T. H. WINTRINGHAM, introduction by JOHN STRACHEY. New York: Thomas Seltzer, 1935, 255 pages.

This volume, with an introduction by John Strachey, was prepared nearly a year ago and some of the author's predictions would need to be rewritten even in the light of this short period. However, this volume presents an interesting analysis of the relation of war and capitalism, through which the author concludes that the two are inextricably intertwined and that war is inevitable under a capitalistic system. On the other hand, the author recognizes that capitalism is itself cognizant that war may lead to its own destruction and believes that it is this fear only that may retain some element of hesitation in rushing into another holocaust.

Neutrality: Its History, Economics and Law, Volume 1, *The Origins*, by PHILIP C. JESSUP AND FRANCIS DEAK. New York: Council for Research in The Social Sciences, Columbia University Press, 1936, 294 pages.

This is the first of a four-volume series which seeks to give a complete analysis of the entire development of neutrality and international relations. This first volume deals with the early period extending back to the first attempts at neutrality and carrying on down to the period just preceding the war. For the student of international affairs, this entire series should prove invaluable.

Dictatorship in the Modern World, edited by DEAN GUY STANTON FORD. Minneapolis, Minnesota: The University of Minnesota Press, 1936.

Although a compilation by seven authorities, this comparatively small volume presents a comprehensive and searching analysis of the world trends toward dictatorships. In the first chapter, a general pattern of dictatorships is drawn. The second chapter presents a general view of European dictatorships, indicating how each fits into this general pattern. This is followed by detailed studies of dictatorships in Spanish America, Italy, Germany, and Russia. The volume concludes with an interesting analysis of the prospects for democracy and presents the basic challenge which other forms of government are making to the principles of democracy.

A Footnote to Folly, by MARY HEATON VORSE. New York: Farrar and Rinehart, 1935, 415 pages.

Through this autobiography of a pioneer in the fight for labor rights, the author has presented an interesting and significant panorama of the entire labor movement in America. It presents "a striking picture of industrial tumult in America" and should be read by every thoughtful citizen interested in these basic issues between labor and capital.

Powerful America, by EUGENE J. YOUNG. New York: Frederick A. Stokes Company, 1936, 386 pages.

This is another significant volume presenting the way of peace. The author traces failure of the disarmament movement and frankly recognizes the impossibility of minimizing the nationalistic development which has characterized international relations during the last decade. He believes that a definite pact of the English-speaking people of the world would do more than any other single factor to ensure world peace. "Let it once be understood that America and Britain were prepared to act together against trouble, that we were prepared to crack down economically and financially on restive peoples, that they might close the sea on aggressors and refuse to recognize conquests—then the profit would go out of war."

The entire volume presents a significant challenge to internationalism and concludes that the only workable solution is to use the force of nationalist states to forestall aggressive action.

Can We Be Neutral? by ALLEN W. DULLES AND HAMILTON FISH ARMSTRONG. New York: Harper and Brothers, 1935, 191 pages.

At a time when the munitions investigation is losing its prestige and when Congress is grappling with the problem of reënactment of neutrality legislation, this book presents a timely analysis of the entire problem of our neutrality. Through brief but factual analysis, the authors trace the historical background of the neutrality policy from Washington and Jefferson to the present time, giving considerable attention to the crucial years just preceding our entry into the war. The authors earnestly believe that legislation should not be prescriptive but rather should be of such a character as to leave large, discretionary powers in the hands of the President. They are firmly convinced that it is unwise even to designate specific commodities as "war materials" as the rapidly changing industrial conditions in the countries of the world and the many new inventions in implements of war make it impossible to write legislation such as will be effective at the time it is needed.

The Symbols of Government, by THURMAN W. ARNOLD. New Haven: Yale University Press, 1935, 278 pages.

"The past is no longer relevant to the inventor, the surgeon or the engineer. Yet it is the very lifeblood of the sociologist, the economist, and the lawyer." Intentionally cutting across the various fields of the social sciences, the author presents specific illustrations to prove the above statement.

Without emotion but with irrefutable data, Dr. Arnold has presented one of the most challenging criticisms of government the present writer has read in recent years. Yet the criticisms are so true and the accusations so apparent that the reader must inevitably conclude with the author that the blind worship of the symbols must give way "for a competent, practical, opportunistic government." This book should be in the hands of every person in the field.

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